



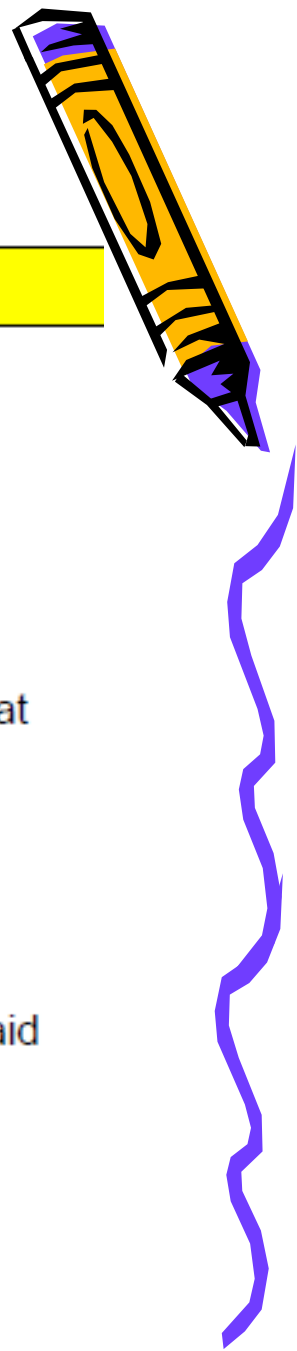
Phonics and Spelling in Key  
Stage 1

# Aim

- To refresh understanding of how we teach reading and writing through phonics.
- To understand how spelling of common exception words are taught in Key Stage 1
- To support you with ideas of how they can support your child's learning and development in these areas.



# End of Year Expectations - Reading



## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

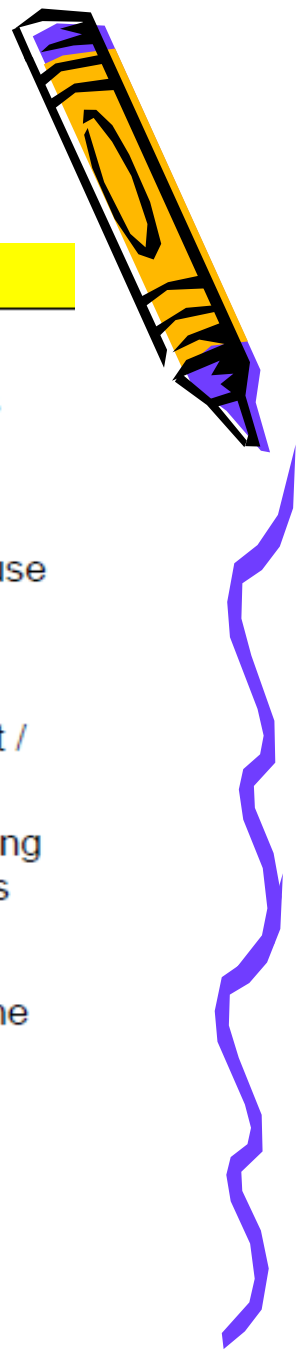


# End of Year Expectations Writing

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



A quick reminder...



# Phonics



- **Phoneme**- smallest unit of sound within a word.

e.g. cat = 3 phonemes (c-a-t)

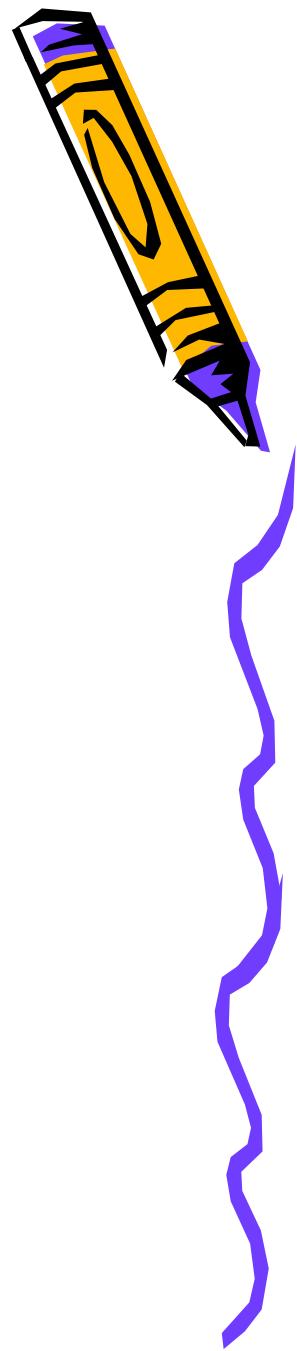
chat = 3 phonemes (ch-a-t)

- **Grapheme** is the letter, or letters, representing a phoneme.

e.g. c, k, ck, ai, ay, a-e



# Phonics



- **Digraph**- 2 letters making 1 sound

e.g. ch (**ch**ip), ll (be**ll**), ck (du**ck**), ai (**rai**n),

- **Trigraph**- 3 letters making 1 sound

e.g. igh (**ligh**t), air (**hair**)



# Phonics



- **Vowel digraph-** contains at least one vowel.

e.g. ar, ow, ee, ur,

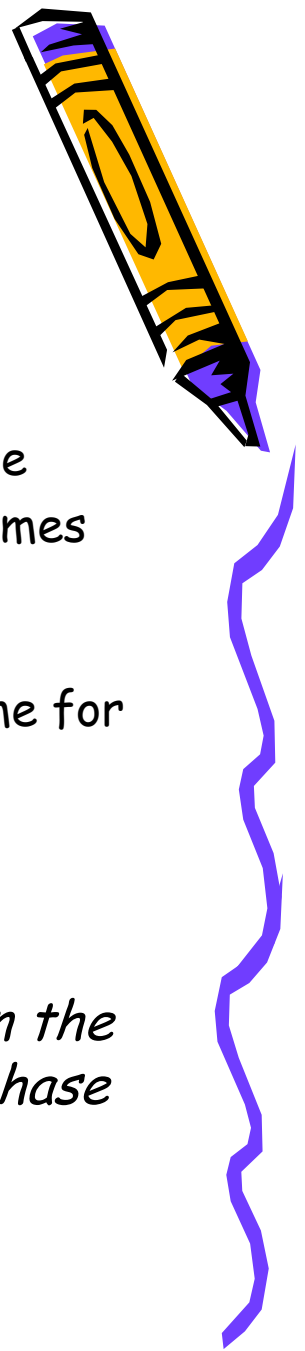
- **Split vowel digraph-** a digraph where the two letters making one sound are not adjacent to each other.

E.g. a-e in snake, o-e in rope





# How we teach Phonics in KS1



Children in Year 1 begin Phase 5 phonics. In **Phase 5** children are introduced to new graphemes for reading. Some of these graphemes represent phonemes (sounds) that they have already learnt a grapheme for.

For example, in **Phase 3** children were taught 'ai' as the grapheme for the phoneme /a/ (as in rain) - but Phase 5 introduces 'ay' as an alternative grapheme (as in play).

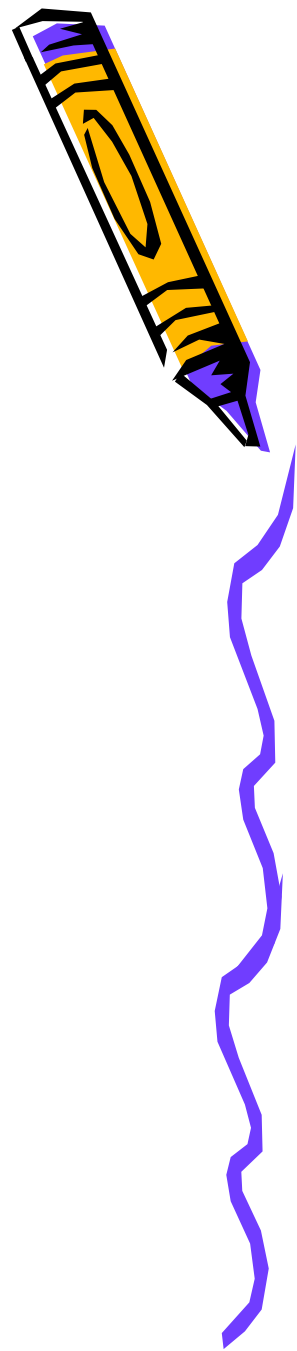
- *Children who are not yet secure at phase 3/4 are given the opportunity to revise these phases alongside learning phase 5.*



# Have a go...!

- Can you think of alternative graphemes for:

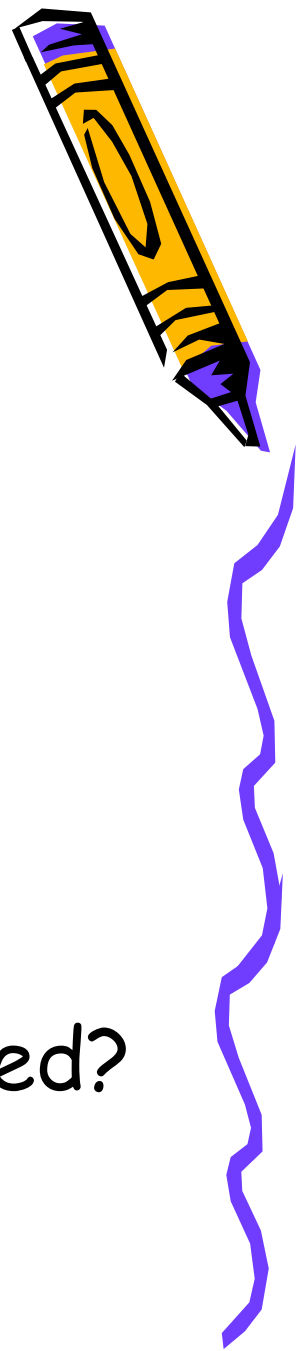
- ai
- ee
- igh
- oa
- or
- f



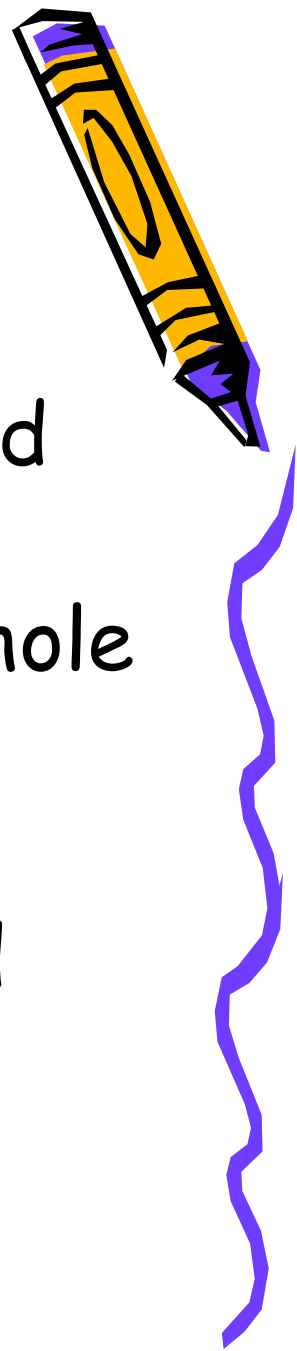
Phase 5 also introduces alternative phonemes for the graphemes they've learned!

- How else could...
- ow (in cow)
- ie -(in tie)
- c (in cat)
- g (in goat)

...be pronounced?



# How we teach this throughout the week

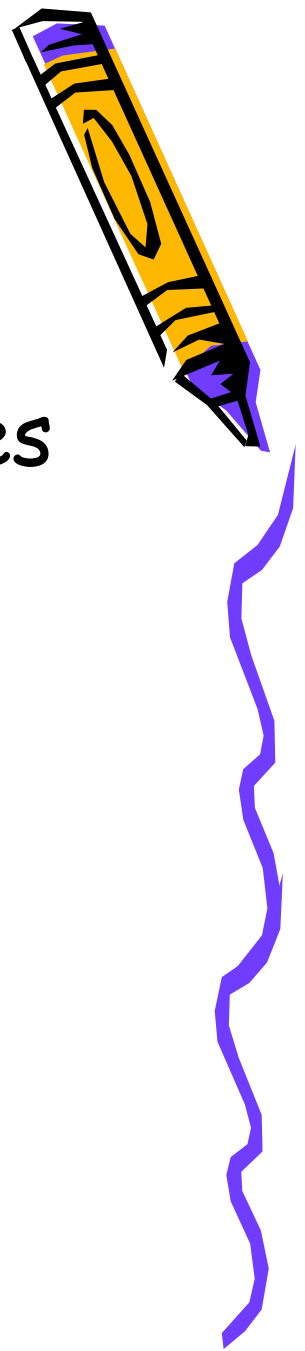


- Daily phonics session - engaging and interactive.
- Shared reading and writing as a whole class.
- Daily English lessons
- Reading - individually and in guided groups

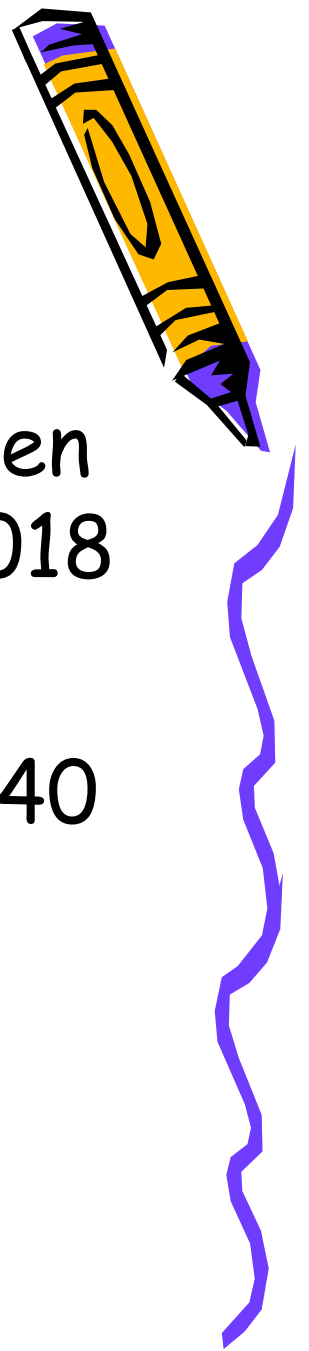


# Daily phonics sessions

- Practise previously learnt phonemes
- Practise letter formation
- Practise skills of blending
- Practise skills of segmenting
- Learn and practise high frequency words and tricky words



# End of Year 1 phonics check



- National requirement for all children to sit the phonics check in June 2018
- The children are required to read 40 real and pseudo words.



# Example Of The Check

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

# Example Of The Check

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk



# Spelling

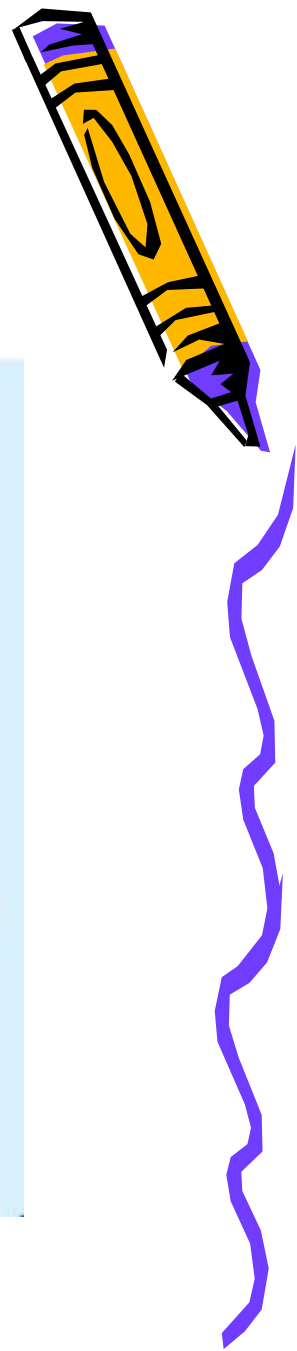


- In Year 1 spelling tricky words form part of our phonics teaching each week
- In Year 2, the children have a daily spelling lesson, as well as a list of spellings to learn at home each week to support the teaching in school.



# Spelling in KS1

## Year 1 and 2 Common Exception Words



### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



# Where spelling rules apply...

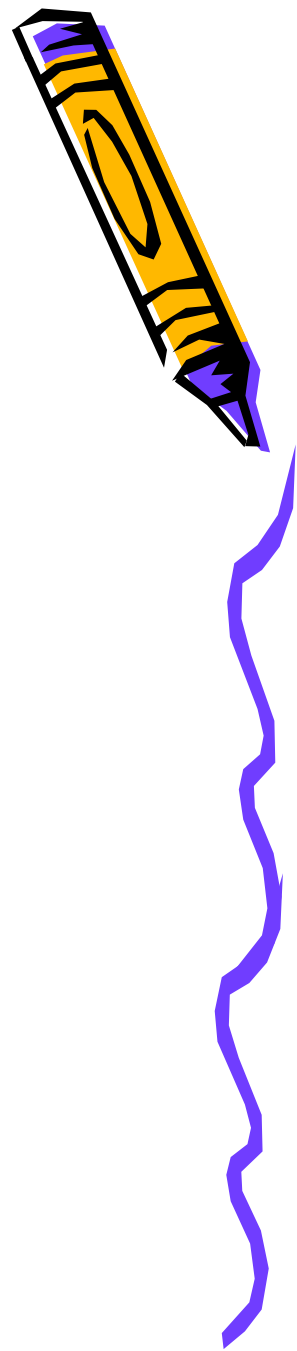


- dge
- - badge, edge, bridge - after hard vowel sound
- - ge, huge, change - after soft vowel sound
- -jacket, jar, join - at the beginning of the word



# Where sound discrimination is discreet...

- le
- apple, table, bottle
- el
- camel, tunnel, squirrel,

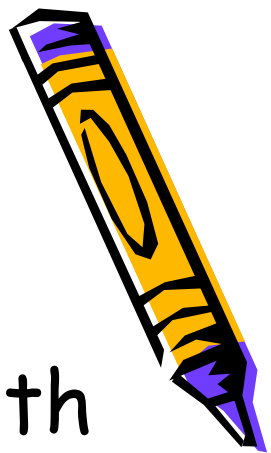


- Where changes to the root word is necessary (sometimes!!) :
- Happy - happiest, happier,
- Copy- copied, copier - but not c
- Cry - cried, but not crying!



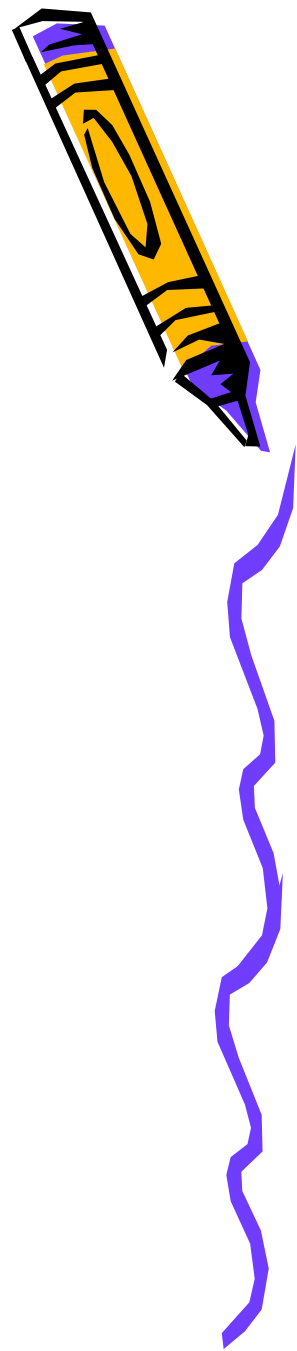
# Grammar

- Apostrophes of omission - words with contracted forms - can't, I'll, don't...
- Apostrophes of possession - mum's car, Tom's cat...

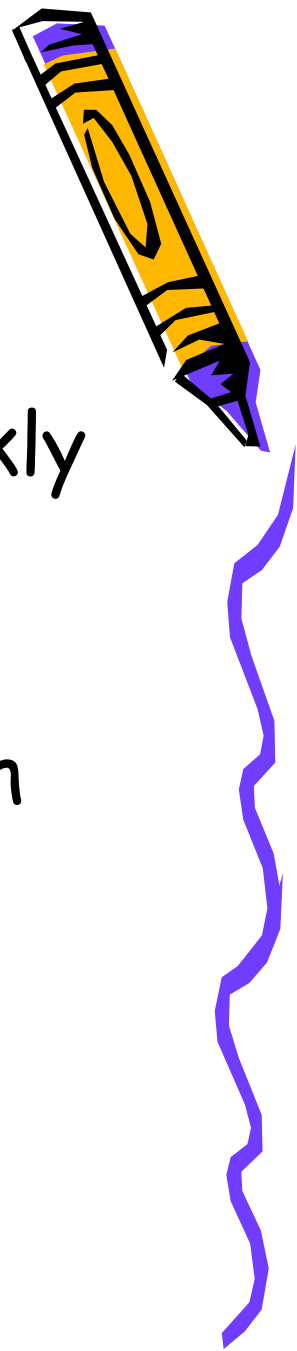


# Homophones and near homophones

- their, there, they're
- hear, here
- quiet, quite
- see, sea
- bare, bear
- won, one



# Spelling homework



- Children in Year 2 are given a weekly list of the Year 2 words to learn.
- Please support them in finding an appealing and appropriate approach each week.
- Children are not tested on these words!



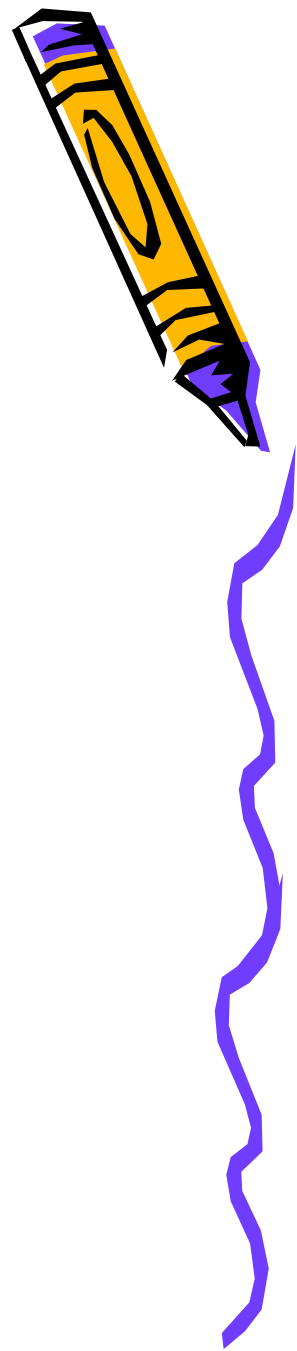


# Reading



- Phonics, spelling and writing are obviously closely interlinked.
- Practising reading each day with your child, will not only help them become better readers, it will also have a positive impact on their writing and spelling ability.





How you can help at home.....

Please read with your child everyday (as well as practising high frequency and tricky words) and record the date, title and any comments in their reading diary. Give lots of praise and encouragement - be enthusiastic, don't make it a chore!



You are welcome to come into  
school on Tuesday 21st  
November to watch phonics and  
spellings being taught in your  
child's class.

